

Praxis Paper: Connecting Theory to Practice

Identifying Aural Intervals

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Language Across the Curriculum

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The introductory activity is a listening journal. This encourages students to write down their thoughts using content-specific terminology. After given time to write, the class should have an open discussion about their thoughts. As the teacher, you should facilitate the conversation with vocabulary appropriate to the students' thoughts. The more you use these terms, the more the students will be able to use them in their writing. Prompt them with leading questions: for example, if they say that the song got louder, you would ask what that is called – a crescendo. Encourage them in their use of musical terms daily! The Question of the Day (QOTD) allows for the teacher to introduce topics in a non-stressful way and allows to students to start incorporating the term into their vocabulary. By asking students about consonance and dissonance, the teacher can reinforce students' knowledge of these terms so that when they are listening later, they can readily identify the sonority the interval possesses.

When teaching, written intervals should be scaffolded to the students using a think-aloud strategy. "Scaffolds serve as supports, lifting up workers so that they can achieve something that otherwise would not have been possible. In teaching and learning contexts, scaffolding means helping learners to do what they cannot do at first... Instructional scaffolding provides the necessary support that students need as they attempt new tasks; at the same time, teachers model or lead the students through effective strategies for completing these tasks... All learners will

benefit from explicit, scaffolded instruction in the use of literacy strategies." (Vacca, 2014, p. 136)

Using an explicit strategy instruction one will promote awareness and explanation, modelling and demonstration, guided practice, and finally

CHAPTER 5 Planning Instruction for Content Literacy

Figure 5.1 Instructional Model for Explicit Strategy Instruction



application. Each subsequent activity follows along this model. In addition, “students should think of the assessment as a ‘tryout’ rather than as some kind of test of their ability to use the strategy. Assessment gives the teacher an opportunity to determine the degree of knowledge that students have about a strategy under discussion.” (Vacca, 2014, p. 137)

In Chapter 7 of *Content Area Reading* (Vacca, 2014) the theory of explicit strategy instruction is laid out for us:

- “• Use a smartboard, chart, Microsoft PowerPoint presentation, or overhead transparency to review the steps students should follow.
 - Demonstrate the strategy. Walk students through the steps. Provide explanations. Raise questions about the procedures.
 - As part of a demonstration, initiate a think aloud procedure to model how to use the strategy. By thinking aloud, the teacher shares with the students the thinking processes her she uses in applying the strategy. Thinking aloud is often accomplished by reading a passage out loud and stopping at key points in the text to ask questions or provide prompts. The questions and prompts mirror the critical thinking required to apply the strategy. **Once students are familiar with the think-aloud procedure, encourage them to demonstrate and use it during practice sessions.**” (Vacca, 2014, p. 138)
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References

Vacca, R., Vacca, J., & Maryann, M. (2014). *Content Area Reading: Literacy and Learning Across the Curriculum* (11th ed.). Pearson.
